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ABSTRACT

The paper discusses development and testing of affective goals and objectives in the social studies. Affective social studies goals deal with attitudes, feelings, emotions, and values. In part I, examples of seven affective and three non-affective social studies goals are presented. Affective objectives include development of a better attitude toward social studies, the American way of life, the dignity and worth of one's fellow man, and civic responsibility. An example of a non-affective social studies goal is student achievement of 36 out of 40 possible correct answers on an American history test. Reasons why stated objectives are or are not in the affective domain are given. Readers are directed to write an affective goal statement and discuss it with another person. The second part of the paper follows the same format as part I, with the exception that more specific affective objectives are described and tested. Part III describes development and testing of behavioral indicators to determine whether a student has achieved a stated affective objective. Examples of criteria for proper behavioral indicators are presented along with suggestions to teachers for use of behavioral indicators. A criteria check list for behavioral indicators concludes the document. (Author/DB)

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DEVELOPING PERFORMANCE OBJECTIVES FOR THE SOCIAL STUDIES

Presented to

THE 1977 MEETING

OF THE

TEXAS COUNCIL FOR THE SOCIAL STUDIES

Lubbock, Texas

October 1, 1977

by

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Rationale

Teachers at all levels are being called upon more and more to define their objectives--to tell what their students should be able to know, to do, or to feel as a result of instruction. This is a special problem for teachers of the social studies since, more than any other area of of the curriculum, the social studies deal with attitudes and values as well as knowledge--that is, the affective domain.

This session is organized around the topics of goal-setting, statement of objectives, and development of behavioral indicators of objective attainment--in the affective domain. The affective domain was chosen because it is a vital part of the social studies, it is the most difficult domain for most of us to develop systematically in instruction, and most of the principles for systematic planning in the affective domain apply as well to the cognitive and psychomotor domains.

PART I

Affective Goals

An affective social studies goal is a broad general statement of purpose or intent which gives direction to the teacher in the preparation of more specific terminal objective statements. These statements also communicate to other individuals some perceptions of the philosophy of social studies underlying the goal statement. For our purposes we will be concerned only with the function of establishing

direction in the preparation of terminal objectives in social studies.

First, let's examine some examples of affective social studies goal statements and the rules for determining whether one has written an appropriate example.

1. The student will develop a better attitude toward social studies.
2. The student will develop an appreciation for the American way of life.
3. The student will develop an appreciation for the role played by women during the colonization period of the United States.
4. The student will develop respect for the dignity and worth of his fellow-man.
5. The student will develop creative solutions to social problems.
6. The student will develop a constructive civic attitude.
7. The student will develop a sense of political responsibility.

Each of the preceeding is an example of an affective goal because:

1. Each is an affective statement rather than a cognitive statement.
2. It relates to <u>student</u> outcomes (rather than teacher behaviors).

3. It is a broad, general statement.

Following is a set of goal statements that are not affective goal statements:

1. The student will achieve 36 out of 40 possible correct answers on an American History test over the Civil War. (Too specific, and cognitive rather than affective)

2. I will teach my Political Science course better next semester. (Not written for student behavior)

3. When given a flat map the student will correctly label each of the continents. (Cognitive, too specific)

You have seen examples and non-examples of affective goal statements. Write an affective goal statement of your own.

_____

_____

_____

1. Does it deal with attitudes, feelings or values?	YES	NO
2. Is it stated in terms of student outcomes?	YES	NO
3. Is it broadly stated?	YES	NO

Share your response with your immediate neighbor. Does that person agree with you that you have written an affective goal statement? Work out your differences until you have agreement on your goal statement.

PART II

Affective Objectives

When we use the term affective in relation to educational objectives, we use it to refer to such terms as attitudes, values, interests, and emotions. Thus an affective objective is one which deals with attitudes, values, interests, aspirations, and emotions. Each of the following is an affective objective relating to social studies.

1. The students will isolate one basic social problem within their community and will spend their free time working toward a solution to that problem.
2. The students will indicate their understanding of the values of map usage by voluntarily using maps during their American History courses.

Each of the preceeding is an example of an affective objective because:

1. Each is an affective statement rather than a cognitive statement--reflecting attitudes, feelings and values rather than just knowledge.
2. Each relates to student outcomes rather than teacher behaviors.
3. Each states the kinds of affective behavior the teacher desires the student to exhibit.

Following is a set of objective statements that are not affective social studies objectives.

1. The student will be able to state at least five

different factors leading to cessation of the War Between the States and defend each as to its validity as a choice. (cognitive, not affective)

2. The student will become a better citizen. (Goal statement, too broad to be an affective objective statement)
3. I will use a wider format of teaching processes next semester. (Teacher goal, not student oriented)
4. The student will think about ERA. (Not specific in terms of student behavior)

You have seen examples and non-examples of affective social studies objectives. Write an affective objective of your own for the social studies from the goal statement you wrote in Part I.

_____

_____

_____

1. Does your statement deal with attitudes, values, or feelings? (Is it affective) YES NO
2. Is it stated in terms of student outcomes? YES NO
3. Does it state the kind of student behavior you as a teacher desire your students to exhibit? YES NO
4. Is it logically linked with the goal stated in Part I? YES NO

Share your responses with your immediate neighbor. Does that individual agree with you that you have written an affective objective? Work out your differences until you have agreement on your statement.

You should now be able to write an acceptable affective objective for a social studies lesson or course. When you examine your statement you should realize that what you have written can be evaluated in terms of specific behaviors that your students will exhibit. The statement, "The students will take a position on ERA and will be able to define with logic their chosen position," tells us something about what the teacher must look for if she is to eavluate the degree of achievement of her objective. It would be helpful to examine more carefully indicators of objective attainment.

PART III

Behavioral Indicators of Objective Attainment

Behavioral indicators are just what the name implies; behaviors we would be willing to accept as evidence that an objective has been achieved. A golf pro, for instance, might have as an objective that his clients be able to drive a golf ball off the tee consistently. A behavioral indicator that he might be willing to accept as evidence that a client has met that objective could be:

> The student, using a number 1 wood, drives the ball off the tee for 200 yards 70% of the time, without a strong hook or slice.

This behavioral indicator states a specific performance which helps the instructor assess the achievement of the objective, and at the same time allows assessment of the quality of instruction.

The golf instructor, however, probably also has affective goals and objectives for his students: for example, that his students enjoy the game of golf. What types of behaviors might be observed on the part of the student of golf if he or she really enjoys the game? Here are two possible examples:

> The student voluntarily takes the initiative to play golf at least once per week in the absence of the instructor.
>
> The student voluntarily shares information about his/her latest round of golf with the instructor in an enthusiastic manner.

These two examples exhibit several important criteria for proper behavioral indicators in the affective domain:

1. The behaviors are voluntary, and the instructor can therefore infer attitudes from the outward behavior of the student. If, on the other hand, the instructor had ordered the student to play at least one round of golf a week there would be no basis to assume enjoyment of the game if the student was simply following orders. There is an important assumption here: that outward behavior is an accurate reflection of attitudes.

2. The behaviors exhibit an approach tendency. The student voluntarily appr ches the game of golf rather than avoiding it.

3. The behavioral indicators are stated positively--in terms of what the student does rather than what the student does not do. You cannot observe something that some fails to do. If the golf instructor had stated a behavioral indicator such as, "The student does not complain about the

difficulty of the game," and the student does not complain in the instructor's presence, is that sufficient evidence that the objective of enjoyment of the game is being met? Probably not. The student may complain to everyone but the instructor.

One final point about behavioral indicators in the affective domain: unlike other domains, you should probably not announce to your students beforehand the behavioral indicators you are looking for as evidence of affective goal attainment. The simple reason for this suggestion is that such indicators can be easily faked by the student--and thus distort the accuracy of the inferences you can make from your observations.

Now try stating some behavioral indicators for the objective you developed in Part II. Write them below, and trade with your partner to check each other's work. After checking, take a few minutes to share your perceptions.

_____

_____

_____

CRITERIA CHECKS:

1. Are specific behaviors stated?	YES	NO
2. Are behaviors voluntary?	YES	NO
3. Do behaviors exhibit an approach tendency?	YES	NO
4. Are behaviors positively stated?	YES	NO
5. Are the indicators logically linked with the objectives stated in Part II?	YES	NO